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ABSTRACT

This competency-based secondary learning guide on strengthening parenting skills is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. Four competencies are addressed: explain the nurturing roles and responsibilities of parents; determine expectations in the physical, mental/intellectual, emotional, and social development of school-age children; describe ways to foster a school-age child's social, emotional, motor/physical, mental/intellectual, and language development; and demonstrate positive techniques of relating to school-age children and guiding their behavior. Eighteen supplements contain information and activity sheets on the following: self-esteem, parenting roles, self-confidence, developmental expectations, television shows for children, verbal messages, discipline or punishment, building confidence, and setting limits. A bibliography contains 38 items. (YLB)

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2

Strengthening Parenting Skills: School Age

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PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Carl D. Perkins Vocational and Applied Technology Education Act of 1990

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TABLE OF CONTENTS

General Guidelines/Checklist for Users 2

Introduction 4

Competency One 5
Explain the nurturing roles and responsibilities of parents.

Competency Two 15
Determine expectations in the motor/physical, mental/intellectual, emotional, and social development of school-age children.

Competency Three 26
Describe ways to foster a school-age child's social, emotional, motor/physical, mental/intellectual, and language development.

Competency Four 37
Demonstrate positive techniques of relating to school-age children and guiding their behavior.

Bibliography 53

General Guidelines

The terms "teacher" and "student" are used throughout to describe the instructor and participants.

STRATEGIES (for teachers) and ACTIVITIES (for students) as stated in the guide are not always parallel to the numbering system.

Teachers need to determine if students have achieved the competencies. Previous work or educational experiences may be such that the teacher will choose not to do some of the competencies.

Key to Symbols – The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to student abilities and experiences
- interrelationship of concepts to personal, family, and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Checklist for Users

Before addressing any of the competencies, the teacher should check in advance to see what materials or preparations are needed.

Competency #1 – Explain the nurturing roles and responsibilities of parents.

_____Find out who your students are and their background experiences. This may take more than one conference or session or you may use an information form.

_____Collect the following types of cartoons or pictures from newspapers or magazines (such as *Parents*, *Parenting*, and *Child*):

- pictures depicting responsible parenting
- cartoons for bulletin board
- pictures depicting parenting roles

_____Duplicate checklist "Parenting Roles in My Life" (Supplement 2).

_____Determine if duplicate copies of Supplements 1 and 3 on self-esteem and self-confidence are needed.

Competency #2 – Determine expectations in the motor/physical, mental/intellectual, emotional, and social development of school-age children.

_____Consider duplicating copies of Supplement 4, "Developmental Expectations of School-Age Children," for related activities.

_____Collect magazine pictures or photographs to identify

- school-age children at different stages of development.
- children of various ages.

_____Duplicate checklist, Supplement 5, "School-Age Children," to identify characteristics of children.

_____Duplicate Supplement 6, "Developmental Highlights for School-Age Children," if needed.

Competency #3 – Describe ways to foster a school-age child's social, emotional, motor/physical, mental/intellectual, and language development.

_____Duplicate checklist to assess student's knowledge of a child's developmental progress. (See Supplement 7.)

_____Consider duplicating Supplement 8, "Things To Do To Help Children Develop," to use as a take-home page.

_____Collect or provide pictures depicting children participating in activities (good and bad).

_____Duplicate Supplement 9, "Why Do Kids Act the Way They Do?," if using to assess students' views.

_____Duplicate Supplement 10, "General Things You Can Do for a Child," if needed.

_____Collect or provide appropriate TV listings of programs for use with Supplement 11.

Competency #4 – Demonstrate positive techniques of relating to school-age children and guiding their behavior.

_____Duplicate Supplement 12 to assess parents' attitudes and feelings regarding guidance and discipline.

_____Duplicate Supplement 13 to assess how parents react to various situations.

_____Duplicate Supplements 14A, 15, 16, 17, and 18 as appropriate or needed.

OTHER: Supportive Services

As a teacher, you should be aware of support services available to parents of school-age children.

Introduction

The years from six to twelve are very important because many things that take place during this period contribute to children's feelings about themselves. It is said that in this period a child will identify with either success or failure.

Horizons begin to widen as a child enters school. The child associates with other children, teachers, and adults outside of her/his family group, and no longer depends upon the parent for all her/his needs. The school-age child is beginning to reason, form judgments, and make decisions. New friends and new experiences begin to influence the child's thinking, feelings, and actions. As the school-age child grows more independent, the parent must be willing to let her/him grow.

School-age children go through dramatic changes between the ages of six and twelve.

- *Physically*, children may double their weight, gain 28 permanent teeth, and develop characteristics of small adults.
- *Emotionally*, school-age children are learning to understand themselves better; they tend to be influenced by what people expect of them, including teachers and adults other than family, peers, and parents. Self-esteem is vital in school success and is strongly influenced by good relationships with parents.
- *Intellectually*, school-age children continue to develop basic skills in reading, writing, numbers, and problem solving.
- *Socially*, school-age children are more involved in life outside the home and experience a great deal of interaction with other children and adults. Children with high self-esteem tend to have good relationships with others. Peers and warm, caring adults can have a powerful influence on children ready to identify with ideas.

Heredity and environment act together to influence development and, together, account for the individual differences among children.

It is important that the school-age child feel loved. Family plays an important role in shaping attitudes, helping the children meet realistic expectations of themselves and others during this expansion period from home to school to peer groups. Parental guidance and encouragement are very important for school-age children as they make adjustments within their families, at school, and with their friends.

Children develop self-esteem and emotional stability early in life from the amount of parental support they receive (e.g., love, care, guidance, and security). Children with a healthy self-concept tend to get along well with other people. When they see themselves in a positive light, they see others in a similar way and they are able to interact with them with confidence and self-assurance.

Children, like adults, often learn without being taught directly. They learn a great deal through watching other people, listening to what others say, and imitating them. The people they watch serve as models. Parents provide models. A most important role for a parent is to set a good example.

How children feel about themselves is reflected in their behavior. A parent is the most influential person in the child's life, especially in the development of self-image. Children who are rejected, discouraged, and punished will likely develop negative pictures of themselves (Draper & Draper, 1983). Developing skills for daily living improves children's self-concepts. A parent can help by providing many opportunities for children to develop skills.

The process of socialization requires years of persistent parental effort. Often parents have unrealistic expectations about children and child rearing. Unrealistic expectations can cause a parent to feel guilty, disappointed, discouraged, uncomfortable, or stressful.

Competent parenting requires patience, flexibility, realistic expectations, good communication skills, and knowledge about child development.

COMPETENCY ONE

Explain the Nurturing Roles and Responsibilities of Parents.

Student Outcomes

- Given a series of pictures, suggest the roles being performed by the parenting figure (e.g., empathy, teaching, discipline, love, and acceptance).
- Using profiles, differentiate between responsible and irresponsible characteristics of parenting.
- Given a list of school-age children's needs, describe ways to provide or meet those needs.

Definitions

school-age	– a child aged six to twelve years old
nurturing	– promoting well-being and development of the loved one
self-esteem	– a sense of personal worth
self-concept	– image one holds of oneself
roles of parents	– protector, caregiver, provider, counselor, manager, teacher, and giver of guidance
responsibilities	– obligations and duties; parents accept responsibility for their child's physical needs; provide guidance for the child; and create a nurturing climate of loving care, attention, and encouragement that builds up a child's self-esteem
caregiver	– someone who takes care of children
parenting	– meeting children's needs (motor/physical, emotional, mental/intellectual, and social)
social skills	– interacting behaviors with others in the community

Key Ideas

As the child becomes more self-sufficient and independent, the parent role changes slowly from child-rearing to support and friendship (Foster, Hogan, Herring, & Williams, 1988).

The contacts children have everyday (e.g., parent[s], family members, and mass media) affect how the child perceives her/his role.

Nurturing includes discipline. Caregivers have the responsibility to guide children's behavior and provide a safe environment for them.

During the school-age period, children look to the parent for protection and guidance. Parents can set a good example for children by loving, respecting, and encouraging them.

School-age children need parents to spend time with them, to talk and do things with them, and to stress the child's good qualities.

All parents can become builders of self-esteem.

Teacher Strategies/Methods

1. Reinforce what is included in each of the need categories (i.e., motor/physical, emotional, mental/intellectual, and social) and how these are met. ☑

2. Reinforce the concepts of responsible and irresponsible parenting by discussing examples of adult behaviors such as smoking, cursing, and treatment of others.

3. Reinforce the idea that as a child ages, the role of the parent changes. For example, the parent becomes more involved in a guidance role as the child moves from preschool years to school-age years.

4. Collect and post cartoons on a bulletin board with a heading such as "Parenting Requires a Sense of Humor." Have students make contributions also.

5. Discuss the effects of poor manners and social skills (e.g., being fired from a job or not being hired). Give examples of ways a parent provides models for social skills (e.g., establishing meal patterns and eating habits, ways of talking, and styles of interacting).

6. Discuss ways a parent can encourage or develop a child's self-esteem. (See Supplement 1.)

7. Discuss the role of a parent whose child may be in sports activities. Stress the following: giving encouragement without pushing; offering praise; encouraging honest effort and cooperation; setting a good example; and maintaining positive attitudes, in both victory and defeat.

8. Discuss how a parent can help get a child ready to enter school. Emphasize the following: the significance of health exams, being able to manage personal toiletries, managing clothing items without help, and knowing names and addresses of herself/himself and family or caregiver.

9. Discuss safety concerns related to school and community, the problems of children left alone at home, or supervising children from a distance.

10. Discuss a parent's role in monitoring a child's choice of friends. Recognition should be given to a child's desire to conform with friends (peers). Have students give examples and suggest ways parents should deal with this phase. This is a sensitive area.

Suggested Student Activities

1. Identify ten things that every child needs (i.e., motor/physical, emotional, mental/intellectual, and social).

   For example, every child needs . . .

food	things to do
clothing	things to look at
rest/sleep	water
affection	shelter
protection	safety
encouragement	love
good health	comfort
to be clean	warmth
to be around people	

2. Make a collage or collect pictures from magazines which depict responsible parenting.

   Points to make: Parents are responsible for providing their child with the following:

   - food
     (appropriate nutrition for age)
   - clothing
     (appropriate for age and weather conditions)
   - rest/sleep
     (appropriate for age)
   - a safe environment
     (free of dangers)
   - nurturing
     (love, affection, shelter)
   - support
     (self-worth, self-esteem)
   - encouragement
     (to learn)
   - guidance
     (to do the right thing)
   - health care
     (medical care/treatment)

3. Identify someone that has served in a parenting role. Question what was done in this parenting role.

   Points to make: Many people (other than the mother or father) can parent, be a caregiver, or serve as a role model. Parenting roles provide guidance, feelings of security, protection, care, and needs. Complete Supplement 2, "Parenting Roles In My Life."

4. Collect pictures of people performing parenting roles. Parenting roles could include any of those identified in the definition or in Activity 3 above.

5. Identify five things that a parent could do to make a child feel good about herself/himself such as praising or complimenting.

6. Display pictures of children in various social situations. Use these to discuss the development of social skills.

7. Observe children pretending and imitating at play. Describe observations.

8. Complete Supplement 3, "Building Self-Confidence."

9. Prepare an information chart such as items a school-age child would need. Include names and addresses of parents and guardians. Student could then take this home and complete with a child if appropriate. ▣

10. Make a list of skills and information a child needs for handling personal toiletry and clothing before they enter school. ♀

11. Develop guidelines parents should use in preparing children to meet potentially dangerous situations (e.g., kidnapping, sex abuse, and accidents at home). ♀

Sample Assessments

Knowledge

1. Match a series of pictures depicting parenting roles. Students should be able to correctly match 80% of parenting roles depicted. Pictures assembled should depict parents as providing

   - positive role models.
   - a nurturing environment.
   - a safe environment.
   - a stimulating environment.

2. Give an example of one way parents meet needs in each of the following categories:

   - motor/physical
   - emotional
   - mental/intellectual
   - social

Application

1. Given a list of myths about roles and responsibilities of parenting a school-age child, research why each statement is a myth, and what being a responsible parent of a school-age child means. The groups might combine efforts to create a bulletin board with a title such as "Not Necessarily So . . . Myths of Parenting." Some myths might include the following:

   - Good parenting is an instinct.
   - Parenting is something *done to* a child.
   - Children are to be seen and not heard.

2. As a class, develop a list of guidelines for judging responsible/irresponsible parenting. Students should also be able to identify consequences of irresponsible parenting and suggest appropriate changes in parenting behavior.

Supplemental Resources

Book

Westlake, H. G., & Westlake D. (1992). *Relationships and family living.* St. Paul, MN: EMC Publishing. A comprehensive textbook which addresses understanding behavior and developing relationship skills. Unit 4 (Deals with understanding parenthood and concisely addresses parenting responsibilities and nurturing people of various ages.)

Videos

Parenthood: Choices and challenges. (1991). A 31-minute video that interweaves real-life parents with expert commentary on styles of parenting and challenges for today's families. Available from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-0040. (800) 431-1934.

Positive parenting. (1990). A 60-minute video available on free loan from the Department of Children and Family Services Child Welfare Training Institute, 227 S. 7th Street, Springfield, IL 62701. (217) 785-5689.

The practical parenting series. (1987-1993). Comprehensive, fast-paced video series hosted by Dick Van Patten; features numerous dramatized scenes of everyday parent-child interactions. Topics include Becoming a Parent, School Days, Child Management, The Art of Communication, Adolescents, Single Parenting, Blended Families, Teen Pregnancy, Parenting Children with Special Needs, and Parental View of Living with a Child with Disabilities. Each 30-minute video is accompanied by a guide. Available from Research Press, Dept. N, P.O. Box 9177, Champaign, IL 61826. (217) 352-1221. Purchase price: $90.00 for 10 videos.

The school-age connection. (1990). A 19-minute video focusing on after-school care for elementary school children. Activities are presented that promote self-awareness, appreciation of others, and the importance of goal-setting. Available from Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, TX 79409-1161. (806) 742-3029. Purchase price: $79.95.

Self-Esteem

Self-esteem is feeling good about yourself . . . believing you can do things . . . believing you can make choices.

All parents can become builders of self-esteem. All parents—no matter what they have, where they come from, how much schooling they have, how much money they make—can build their children's self-esteem.

Parents build self-esteem in children by

- spending time with their children.
- talking with their children.
- listening to their questions and encouraging them to ask questions.
- respecting their feelings and encouraging them to share those feelings.
- setting clear rules, but not being overly harsh with words or punishments.
- encouraging achievement, but not constantly pressuring.
- sharing their beliefs and what they've learned from their own mistakes.

Self-esteem can save children's lives. Children who feel good about themselves (who have high self-esteem) are less likely to do the following things:

- drink alcohol
- use drugs
- have sex too early
- have babies before marriage or before they are old enough to be responsible parents
- feel hopeless
- feel unloved as adults
- attempt or actually commit suicide

Self-esteem can make life more satisfying. Children who have high self-esteem are more likely to

- do well in school.
- enjoy activities.
- make friends.
- make healthy choices.
- feel good about their relationships.
- feel they control their lives.
- feel good about their work.

Source: Koch, J. B. (1990b). *Growing up* (Families in Touch Series: Book Three for parents of children ages 8 to 10) (pp. 8-11). Skokie, IL: Total Graphics.

SUPPLEMENT 2

Parenting Roles in My Life

DIRECTIONS: Write or mark (X) the name of the person who served you in the parenting roles listed.

WHO	PARENT	FAMILY FRIEND OR RELATIVE	OTHER
1. Took care of you when you were sick?			
2. Fed you?			
3. Changed your diapers?			
4. Made sure you did your homework?			
5. Taught you to ride a bike?			
6. Listened to you?			
7. Knew your friends well?			
8. Answered questions about sex?			
9. Took you shopping?			
10. Played with you?			
11. Taught you your favorite hobby?			
12. Helped you understand your religious beliefs?			
13. Comforted you?			
14. Knew your secret thoughts?			
15. Helped you with your personal problems?			
16. Served as your role model?			
17. Made you feel very special?			
18. Disciplined you and still loved you?			
19. Helped you learn right from wrong?			

Adapted from *Adolescent parent resource guide* (p. 623). (1989). Columbus: Ohio Department of Education.

Building Self-Confidence

Messages from parents could harm a child's self-confidence. Examine the following parental messages. Tell whether each one encourages or discourages a child's feeling of self-worth. If the message is encouraging, explain why. If the message discourages self-worth, explain how it could be changed to avoid causing a child to feel unimportant.

1. Message: Marcus drew a circle with his paint brush. His mother said, "That doesn't look much like a circle. It isn't completely round."

   Is the message encouraging or discouraging? _____

   Explanation: _____

   _____

   _____

   _____

2. Message: Maria wanted to pour the milk onto her cereal by herself. She spilled some of the milk. Her mother said, "You always spill! Can't you be more careful?"

   Is the message encouraging or discouraging? _____

   Explanation: _____

   _____

   _____

   _____

3. Message: Tyler was running with books in his arms when he tripped and fell. Tyler heard his mother tell her friend, "Oh, Tyler is our clumsy one. He always falls down."

   Is the message encouraging or discouraging? _____

   Explanation: _____

   _____

   _____

   _____

4. Message: Jose helped his mother carry groceries from the car. His mother said, "That was a heavy sack. Thank you for helping me."

Is the message encouraging or discouraging? _____

Explanation: _____

_____

_____

_____

5. Message: Eight-year-old Natasha was upset because the coach only allowed her to play a few minutes of the basketball game. On the way home from the game, her father said, "No coach will let you play if you can't handle the ball well."

Is the message encouraging or discouraging? _____

Explanation: _____

_____

_____

_____

_____

Adapted from Ryder, V. (1990c). *Parents and their children* (Teacher's Resource Guide) (p. 199). South Holland, IL: Goodheart-Willcox.

Determine Expectations in the Motor/Physical, Mental/Intellectual, Emotional, and Social Development of School-Age Children.

Student Outcomes

- Using the chart provided, identify where a child is developmentally.
- Using the chart provided, determine what to expect of a child at different ages and stages of development (sequentially and developmentally).
- Given pictures, identify children at various ages and stages of development.

Key Ideas

Development follows an orderly sequence (Brisbane, 1994, p. 225). Physical development proceeds from head to foot, from near to far, and from simple to complex (p. 228).

A child's development is a natural process and should not be pushed or sped up.

During the school-age years, children become more responsive, influenced, and controlled. They are very eager to please, making adult support and praise very important.

During this time a child's social world is widening to include older friends, as well as teachers, coaches, and characters on television and in movies. They now have other places to go besides the family for information and misinformation (Koch, 1990b).

Definitions

social development	– the progress of learning to interact with others and to express oneself to others (Brisbane, 1994, p. 266)
emotional development	– the process of learning to recognize and express one's feelings and learning to establish one's identity and individuality (Brisbane, 1994, p. 260)
motor/physical development	– skills which involve the control and use of large muscles (such as riding a bicycle) or small muscles (such as playing a musical instrument) (Brisbane, 1985)
mental/ intellectual development	– the use of the mind and thinking skills
growth	– measurable changes in size (Brisbane, 1994, p. 231)
development	– increase in physical, emotional, social, or intellectual skills (Brisbane, 1994, p. 231)
developmental tasks	– behaviors characteristic to people of a given age

During the school-age years, children will decide if . . .

- they are smart or stupid;
- they are popular or unpopular;
- they are athletic or clumsy;
- they are bullies or victims, leaders or followers, or strong individuals who can stand on their own;
- they are pretty or ugly or just OK;
- it is good to be who they are;
- they can say "No" when they want to;
- they will be influenced by friends to take drugs; or
- they will follow suggestions of ads to drink or smoke. (Koch, 1990b)

Developmental Tasks of the School-Age Child

- Developing and improving physical skills.
- Maintaining healthful habits.
- Continuing to develop basic learning skills.
- Increasing the ability to relate to others.
- Participating in family life as a responsible member.
- Continuing to move toward a more complete self. (Wehlage, 1994, p. 218)

Teacher Strategies/Methods

1. Have students complete Supplement 5, "School-Age Children," to identify characteristics of children six to twelve years old and also determine what students may know about these age groups. Students can refer to Supplement 4 when doing Activity 2. ☑

2. Provide magazines such as *Child*, *Parent*, or *Parenting*. Have students find pictures of school-age children at different stages of development. Examples might include a child who looks lanky and out of proportion; a child doing an activity alone; and children dressed alike. This activity could be taken a step further by arranging pictures in developmental order.

3. Emphasize that a child's progress is sequential and that developmental tasks may not coincide exactly with the child's age. (See Supplement 4.)

4. Stress that parents need to understand that each child has a different personality and will develop at her/his own rate. Each child will be unlike any other. Discuss or identify ways for students to help children discover who they are and what talents, strengths, and weaknesses they may have.

Suggested Student Activities

1. Collect pictures (one each for motor/physical, mental/intellectual, emotional, and social) which depict children at different ages and stages of development. Discuss the differences and similarities between the various ages.

2. Using chart provided, students can discuss what to expect of a child at different ages and stages of development. (See Supplement 4.)

3. Using the developmental chart in Supplement 4, tell five changes that occur in a child during the school-age years (ages six to twelve). Then complete Supplement 6.

4. Select three activities that would be appropriate for each developmental age level. For example, a six-year-old may not be fully coordinated to do horseback riding but could play baseball and softball; a twelve-year-old would be ready for fishing or ping pong.

5. Role play positive ways a parent can handle situations which involve the school-age children's characteristics that may set them apart such as thinnest, fattest, shortest, clumsiest, most athletic, and last to learn to read. An example of a situation could be a child who is the shortest in a class and feels down about it. Parent could give encouragement by reinforcing that growth will occur or that *good things come in small packages.* ◘

Sample Assessments

Knowledge

1. Contrast a six- or seven-year-old school-age child's intellectual development with that of a junior high school-age child.

2. Complete the quiz "Developmental Characteristics of the School-Age Child" (next page)

Application

1. Divide into two groups. Create or select a game appropriate for either elementary or junior high school-age children. The game must be (1) appropriate for the motor/physical, mental/intellectual, emotional, and social characteristics of the age group chosen, (2) teach something (e.g., vocabulary, math concepts, science principles), and (3) be entertaining.

2. Contact an elementary or junior high school teacher and volunteer to assist with an activity in that classroom. The activity might be to (1) assist with some aspect of a class party, (2) plan a special event, and/or (3) prepare materials for the teacher to use. Summarize the volunteer experience showing how developmental characteristics of the child (motor/physical, mental/intellectual, emotional, and social) were relevant to the event or activity.

3. As a group, select a popular item among a given group of school-age children (e.g., trading cards, item of clothing, toy). Interview children of that age group to determine why the item is appealing. Using Supplement 4, "Development Expectations of School-Age Children," determine if the popular item relates to the motor/physical, mental/intellectual, emotional, and/or social development of the school-age child.

Developmental Characteristics of the School-Age Child

DIRECTIONS: Match each characteristic with the appropriate age it best describes. Place the letter of your answer on the blank provided.

	Characteristics	Approximate Age
_____	Enormous appetite	A. Six
_____	Teeth may need braces	B. Seven
_____	Understanding use of money	C. Eight
_____	Concerned about right and wrong but may take things that do not belong to them	D. Nine to ten
_____	Peer groups beginning; same sex best friends	E. Eleven or twelve
_____	Interests of boys and girls beginning to differ; play together less than at earlier age	
_____	Awkwardness, restlessness, and laziness common as a result of rapid growth	
_____	Self-conscious about physical changes	
_____	Whole body involved in activity; high activity level; cannot be still for long	
_____	Large muscles better developed than small ones	

Based upon content in Westlake, H. G., & Westlake, D. (1990). *Child development and parenting* (Teacher's ed.) (pp. 445-449). St. Paul, MN: EMC Publishing.

Developmental Characteristics of the School-Age Child KEY

DIRECTIONS: Match each characteristic with the appropriate age it best describes. Place the letter of your answer on the blank provided.

	Characteristics
E	Enormous appetite
D	Teeth may need braces
C	Understanding use of money
B	Concerned about right and wrong but may take things that do not belong to them
C	Peer groups beginning; same sex best friends
B	Interests of boys and girls beginning to differ; play together less than at earlier age
E	Awkwardness, restlessness, and laziness common as a result of rapid growth
E	Self-conscious about physical changes
A	Whole body involved in activity; high activity level; cannot be still for long
A	Large muscles better developed than small ones

Approximate Age

A. Six

B. Seven

C. Eight

D. Nine to ten

E. Eleven or twelve

Based upon content in Westlake, H. G., & Westlake, D. (1990). *Child development and parenting* (Teacher's ed.) (pp. 445-449). St. Paul, MN: EMC Publishing.

Supplementary Resources

Book

Westlake, H. G., & Westlake D. (1990). *Child development and parenting* (Teacher's ed.). St. Paul, MN: EMC Publishing. Contains concise developmental charts, chapter summary sections, and appealing illustrations. Unit 5 addresses the school-age child.

Booklet

Elmer, E. (1992, June). *Growth and development through parenting.* A booklet available from the National Committee to Prevent Child Abuse, 200 State Road, South Deerfield, MA 01373-0200. (800) 835-2671.

SUPPLEMENT 4

Developmental Expectations of School-Age Children

	6 years	7 years	8 years	9 years	10 years	11 years	12 years
Motor/Physical	Legs lengthen: can do somersaults 6 yr. permanent molars arrear; begins to lose baby front teeth Very active; sitting still is hard Can tie shoelaces; may dawdle when dressing Runs rather than walks Falls often	May gain 3-5 lbs. a yr. Will do some household chores May look lanky; thin body, long arms and legs Better coordination May roller skate, skip, jump rope Can kick, throw Better balance and timing Enjoys sports (physical contact)	Thin body; long arms and legs Better coordination; fluid and graceful Enjoys physical sports Well-developed balance and timing	Slow growth in height Can take care of physical needs: bath, hair combing Coordination continues to improve Uses hands skillfully Enjoys drawing, making models, using tools, and doing crafts	Works hard at developing physical skills and coordination Girls may have rapid weight increase Boys have slow growth in height Menstruation may begin for girls Able to get pregnant	Menstruation may begin for girls Able to get pregnant Girls may fall behind boys in strength and endurance Girls physically bigger than boys Boys like to test strength	Menstruation may begin for girls Able to get pregnant May be self-conscious at different rate than that of peers Boys start fast growth spurt
Mental/Intellectual	Judgment develops Rules are more meaningful Enjoys learning new facts and skills Can use telephone May use bad language May ask complex questions other than "why?"; wants detailed answers Attention span lengthens Concept of time improves Can recognize and understand some rules Memory improves	Quieter than at 6 Becoming responsible Curious about the differences between sexes; how babies are made Accepts idea of rules and that harm may result if rules are not followed Understands concept of time Understands value of money; may be ready for an allowance	Has knowledge and skills in many areas Accepts idea of rules and that harm may result if rules are not followed Favors reality; less interest in fairy tales May begin collecting things (including bugs) Enjoys reading animal and space-age stories	Increased independence Does independent projects Less interest in make-believe and fantasy Conversational skills improve Vocabulary expands Enjoys mental games Understands about truth and honesty Enthusiastic about learning	Enjoys good family relationships Can plan ahead Interested in other's ideas Reasoning skills increase Likes to act in a more adult manner Enjoys secrets and mysteries Vocabulary still expanding Enjoys conversations with adults	Confused by new thoughts and feelings Can figure out what to do by remembering past experiences Good at solving problems Very conscious of clothes and overall appearance Enjoys active learning Enjoys reading aloud, reciting, science projects	More mature behavior Can grasp math concept (e.g., relating to money) Enjoys lengthy conversations with elders May enjoy reading Interest in school Is influenced by peers Enjoys long periods alone to think or work on projects Enjoys reading mysteries, adventures, and biographies

	6 years	7 years	8 years	9 years	10 years	11 years	12 years
Emotional	Likes to do tasks that show results and a sense of accomplishment Self-centered Likes to be in charge Likes to win Changes moods quickly Sibling jealousies lessen Very demanding; want all of everything Choosing is difficult Wants to be right	Moody; may seem withdrawn; looks inward May feel everyone is against her/him May have sensitive feelings and be easily hurt by criticism Complains often Can be demanding Wants to dress and act like friends Strives hard to please	Feels good about self and world Is self-confident Pleasant to live with Is becoming modest about body Sense of humor Believes she/he can do anything Enjoys school Is becoming aware of others' points of view Belonging is very important Wants to look and act like peers Willing to try anything Sensitive to what others think	Easy going Greater self-confidence Relatively quiet Resents being "bossed" by parents Drive for independence Interest in family declines Worries a lot Complains about everything that displeases her/him Difficult to accept disappointment or defeat Has definite likes and dislikes Knows right from wrong Will accept blame when necessary but offers excuses	Has pride in family Feels very good about herself/himself Happy with life Likes school and teacher Obeys willingly Accepts responsibility Tries to do things well Likes praise and encouragement	Last year of childhood Turmoil as teenage years approach Emotional outbursts Feels picked on by parents May be interested in earning money Quarrels may occur Less self-centered Has great enthusiasm	Easy going Likes to be taken seriously Needs understanding of parents Grows out of self-centeredness Reaches out to others May be moody if puberty has begun May show signs of emotional turmoil if puberty has begun
Social	Depends less on others for washing, eating, and toileting Pride in independence Pride in appearance Likes group play Boys and girls can play together May call others names Chooses own friends Tattling is common Has difficulty taking turns	May observe rather than participate Is becoming considerate of others May become competitive Seeks need and approval of adults and peers Sensitive to criticism	Considerate of others Cooperative Makes new friends easily Enjoys group projects Likes peer competition Concerned about what others think and do Interested in how treated and interested in how she/he treats others Group activities among children of same sex is preferred May form own clubs, secret groups Has a lot of spirit	Pleasant companion Is involved with friends Interested in many different kinds of play Boys and girls play separately May find a best friend Interest in friends grows Group activities and interests are important (not just "belongingness" so much)	Privacy becomes important Can participate in team sports Group spirit is diminishing Shows loyalty to best friend	Argumentative Membership in clubs and groups is very important Feelings can get hurt in social situations Boy-girl socialization begins	Peaceful Friendly Girls and boys giggle, share secrets, and may feel clumsy and inadequate Likes to plan group activities Is patient and friendly with youngsters Has improved social skills Has strong desire to be like peers Is exposed to a great deal of peer pressure

Adapted from Ryder, V. (1990c). *Parents and their children* (Teacher's Resource Guide) (pp. 231-234). South Holland, IL: Goodheart-Willcox.

Life skills for single parents: A curriculum guide. (1988). Bismarck: North Dakota State Board for Vocational Education.

Family and career transitions resource guide. (1989). Columbus: Ohio Department of Education.

SUPPLEMENT 5

School-Age Children

DIRECTIONS: Write general statements that describe school-age children of the following ages:

Most six-year-olds are . . . .

Most seven-year-olds are . . . .

Most eight-year-olds are . . . .

Most nine-year-olds are . . . .

Most ten-year-olds are . . . .

Most eleven-year-olds are . . . .

Most twelve-year-olds are . . . .

Adapted from Ryder, V. (1990b). *Parents and their children* (Student Activity Guide) (p. 97). South Holland, IL: Goodheart-Willcox.

SUPPLEMENT 6

Developmental Highlights for School-Age Children

DIRECTIONS: List the expected changes of a school-age child as her/his development progresses.

Motor/Physical Development
Mental/Intellectual Development
Emotional and Social Development

Adapted from Ryder, V. (1990c). *Parents and their children* (Teacher's Resource Guide) (p. 154). South Holland, IL: Goodheart-Willcox.

COMPETENCY THREE

Describe Ways To Foster a School-Age Child's Social, Emotional, Motor/Physical, Mental/Intellectual, and Language Development.

Student Outcomes

- Using a checklist, develop awareness of fostering activities.
- Determine appropriate skills and behaviors for school-age children at given stages of development.
- List general ways children can be helped to meet their developmental needs.
- Using the guidelines provided, give examples of activities that can help school-age children develop in social, emotional, motor/physical, mental/intellectual, and language activities.

Definitions

(Also see definitions listed under Competency 2.)

language development	– the maturation and coordination of the throat muscles, tongue, lips, teeth, and larynx; understanding and using words (Brisbane, 1985)
peers	– people of the same age group

Key Ideas

A child's first and most important teacher is a parent.

Caregivers can influence children's attitudes toward learning.

Children will learn more from what they see than what they hear.

As soon as children are capable, they need to be given opportunities to make decisions. Children should be offered choices as soon as they are old enough to understand. Be sure choices are within the child's capability and are attainable.

A parent's responsibility includes helping a child to become independent and to assume responsibilities.

Because children can be influenced positively or negatively by friends, it is important that a parent be aware of whom a child is spending time with.

Protecting a child includes providing a child with good information about people, sex, and dangers such as drugs, alcohol, and AIDS.

Teacher Strategies/Methods

1. Reinforce the idea that what a child sees and hears will influence what the child does and says.

2. Suggest that students ask a parent of a school-age child to fill out a checklist (Supplement 7) to identify how a parent currently fosters a child's developmental progress.

3. Use the activity list "Things To Do To Help Children Develop" (Supplement 8) to help students understand what skills a child has, is ready to do, or learn; or to decide how to help the child learn. Emphasize that such lists should not be used to push a child to do things she/he does not want to do or is not ready to do.

4. Consider asking an elementary teacher to share with the students some of the activities used to help school-age children develop socially, emotionally, physically, intellectually, and in language skills (Decker, 1988c).

5. Stress ways to provide emotionally supportive relationships between parent and child such as conversations, storytelling, and participating in adult games as appropriate.

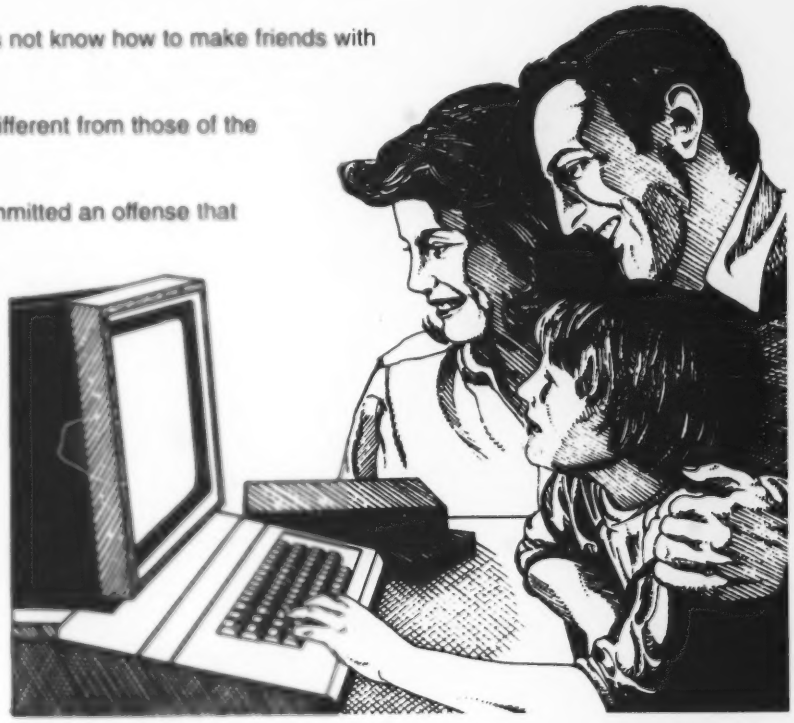
6. Use the worksheet "Why Do Kids Act the Way They Do?" (Supplement 9) to give clues about the student's views on the behaviors of school-age children. ☑

Suggested Student Activities

1. Develop a brochure called "A Checklist for a Parent." The brochure should be divided into the following sections: (1) Physical Needs, (2) Intellectual Needs, (3) Emotional Needs, and (4) Social Needs. Have the student brainstorm a list of activities that can be done in each of the four areas to help a child developmentally (Decker, 1988c, p. 238). ◙

2. React with suggestions to problems involving a child and a friend(s). The following are some examples:

   - A child wants friends very much but does not know how to make friends with others.
   - A child has friends whose priorities are different from those of the parent.
   - A child has a popular friend who has committed an offense that should be reported to school authorities but the child does not want to for fear of losing the friendship. The child does realize, however, that the friend and others are being hurt because the act is going unreported.
   - A child feels that she/he would be more acceptable to the group if she/he had money to buy the things all the others seem to own. However, the parent knows that this is not possible. ♀



3. Identify ten general ways to help school-age children meet their various developmental needs. (See Supplement 10.)

4. Make a list of household chores school-age children of various ages are capable of doing (Draper & Gangnong, 1980).

5. Give examples of ways to foster a child's development in the five categories using Supplement 8, "Things To Do To Help Children Develop."

6. Collect pictures of children participating in various activities (both good and bad). Differentiate between those activities that would be appropriate and inappropriate. Examples could be using safety precautions, fighting, and smoking with peers.

7. List or tell ten ways in which to praise or build self-esteem in a child.

8. Prepare a list of television shows that would be appropriate and inappropriate for school-age children. (See Supplement 11.)

9. Watch a children's TV program and evaluate the program in terms of influence of educational value and social value. Consider the program content and the advertisements. For example, commercials might be shown on eating habits. The following questions could be asked:

   - How many commercials during the program were for children's foods? (List all including duplicates.)
   - How many of those children's food commercials were for candy, gum, sugar-coated cereal, sweet snacks, or desserts?
   - How many commercials advertised food from a

     milk group?
     meat group?
     grain group?
     fruit group?
     vegetable group?

   - Were health claims made? Are they true or false and why?

10. List ways parents can help children develop healthy, positive friendships.

Sample Assessments

Knowledge

1. Define "Fostering or Nurturing Activities."

2. List nurturing activities (5 each) to promote the following types of development of the school-age child:

   - Social development
   - Emotional development
   - Motor/physical development
   - Mental/intellectual development
   - Language development

Application

1. Design a book cover to illustrate a nurturing message appropriate for a school-age child (e.g., "Let's Work it Out: Resolving Conflicts," "Use Words, Not Fists" [handling anger], "I Can Handle It—Coping with Stress," "There is Nobody Quite Like Me," "I Can . . ."). Designate the age of the child and note the type of development the message fosters. The book cover could be on any or all sides of an 8½" x 11" paper, should be creative, neat, and appropriate for the designated child's age.

2. Bring an example of school-age children's literature (book) to class. In groups, analyze how the literature promotes language development. Role play each character showing the character's viewpoint about the story and other characters. Discuss how each character could have "lived happily ever after." What might be the result if a school-age child were to model the behavior of the character? How might the book influence the school-age reader's social development, emotional development, motor/physical development, and mental/intellectual development?

3. Prepare a TV log for one hour. For each program viewed, identify the following:

   - Values, age, sex, and occupation of main characters.
   - Behavior which a school-age child might model.

   Identify one program worthwhile for a school-age child. Explain your choice.

Supplementary Resources

Book

Pincus, D. (1990). *Feeling good about yourself.* Carthage, IL: Good Apple, Inc. An illustrated, concise workbook with numerous activities to promote self-awareness and self-esteem.

Booklets

About parenting. (1992). A scriptographic booklet that discusses how to meet children's physical, emotional, and intellectual needs, and how to teach good behavior and communication. Available from Channing L. Bete, 200 State Road, South Deerfield, MA 01373-0200. (800) 628-7733.

Amundson, K. (1989-1990). *Parenting skills: Bringing out the best in your child.* A booklet addressing success in school from the American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988.

A parent's guide to . . . Helping your child learn. (1990). A booklet available from the National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209. (703) 528-5840.

Video

Positive parenting. (1990). A 60-minute video designed to help parents foster confidence and positive self-image in children. A single tape with the following five units: (1) self-esteem, (2) role models, (3) self-determination, (4) self-discipline, and (5) optimism. Available on free loan from DCFS Child Welfare Training Institute, 327 S. 7th Street, Springfield, IL 62701. (217) 785-5689.

SUPPLEMENT 7

Checklist

There are no right or wrong answers. Check all statements that describe the way you view your child. Your answers may vary according to the age of the child and, indeed, may change as the child grows.

_____ 1. I am aware of new things my child learns to do almost every day.

_____ 2. I feel it is important that my child be able to express herself/himself in words.

_____ 3. I am aware of approximately how many words my child understands.

_____ 4. My child sees me reading almost every day.

_____ 5. When I speak to my child, I do not use baby talk.

_____ 6. Sometimes I am surprised how fast my child learns a new skill.

_____ 7. When my child asks questions, I try to answer them simply and accurately at her/his level of understanding.

_____ 8. My child likes to be read to and brings books to me for that purpose.

_____ 9. I encourage my child to try to solve problems on her/his own before seeking help.

_____10. My child looks forward to playing with other children.

_____11. I try to provide toys for my child that can provide positive and meaningful learning experiences.

_____12. I am aware of and control the kinds of TV programs my child watches.

_____13. My child likes to interact with adults.

_____14. My child shares fears, opinions, likes, and ideas with me.

_____15. My child accompanies me for many daily regular chores, errands, and other activities.

_____16. My child can describe dreams to me.

Adapted from Shepherd, L. (1981b). *Parent's helper. Ages 5-10* (p. 34). Palo Alto, CA: VORT Corporation.

SUPPLEMENT 8

Things To Do To Help Children Develop

Social

- Be sure child has good friends.
- Guide child away from potentially dangerous friends.
- Get to know your child's friends.
- Go on trips with child (e.g., zoo, picnics, and the park).
- Allow child to talk on telephone.
- Do not embarrass child or put child in position to show her/his weaknesses.
- Provide child with opportunities to participate in team sports, group activities, games with others, and children organizations (e.g., 4-H Clubs, Future Homemakers of America, Home Economics Related Occupations, Wilderness Society, Boy Scouts, and Girl Scouts).

Emotional

- Put your arm around child when answering a question.
- Give your full attention when listening to child.
- Make child feel useful—give child responsibilities (e.g., appropriate household chores for age and abilities).
- Let child participate in decisionmaking concerning child (e.g., selecting clothing and planning bedroom).
- Talk to child about feelings.
- Give child choices.
- Hug and kiss child.
- Tell child you love her/him.
- Show child you are interested in her/him.
- Read to child.

Motor/Physical

- Encourage child to participate in developmental activities (e.g., sports and music).
- Allow child to participate in activities that are right for child's age and that may include adults.
- Provide child opportunities to participate in a variety of activities (e.g., GAMES like marbles, tag, puzzles, using playground equipment; ARTS & CRAFTS like drawing, painting, making models paper cutting and folding, playing musical instruments; TABLE GAMES like pool, bingo, card games, checkers, chess, dominoes; SPORTS like baseball, basketball, bicycling, bowling, camping, dancing, diving, fishing, football, gymnastics, hiking, horseback riding, martial arts, ping pong, soccer, shuffleboard, ice skating, roller skating, and swimming).

Mental/Intellectual

- Listen to and answer child's questions.
- Give child choices.
- Allow child to help you (e.g., making cookies, gardening).
- Give child opportunity to view educational shows and television shows appropriate for her/his age.
- Provide child with children's magazines including such things as mazes, word finds, and hidden pictures.
- Teach child full name, address, and phone number.
- Talk to and give child good information about sex, drugs, alcohol, and AIDS.
- Set clear, consistent, and reasonable limits.
- Provide child with games (e.g., Memory, Concentration, Monopoly, Scrabble, chess, checkers, and trivia).
- Take child to library.
- Provide child with books, magazines, and newspapers.
- Provide child with an allowance.
- Read to child.

Language

- Allow child to view appropriate children's television shows and movies.
- Provide child with things to read (e.g., books and magazines).
- Tell child stories and allow child to tell stories.
- Encourage child to interact with appropriate adults.
- Provide opportunities for conversations between you and your child.
- Read to child.

Taken from

Decker, C. A. (1988a). *Children: The early years*. South Holland, IL: Goodheart-Willcox.
Decker, C. A. (1988c). *Children: The early years* (Teacher's Resource Guide). South Holland, IL: Goodheart-Willcox.
Koch, J. B. (1990a). *Getting in touch with your child* (Families in Touch Series: Book One for parents with children ages 5 to 7). Skokie, IL: Total Graphics.
Koch, J. B. (1990b). *Growing up* (Families in Touch Series: Book Three for parents of children ages 8 to 10). Skokie, IL: Total Graphics.

SUPPLEMENT 9

Why Do Kids Act the Way They Do?

School-age kids do not act just like adults. Socially and emotionally, they are still quite different from adults. Try to think of some answers for each of the following questions.

1. Why are many school-age kids so concerned with what their friends think of them?

2. Why do some school-age kids question adult authority and possibly even show disrespect?

3. Why are some school-age kids concerned about always being THE BEST in school work, clubs, and sports?

4. Why do a few school-age kids feel so inferior?

5. Why is it such a problem when school-age girls like school-age boys?

Taken from Decker, C. A. (1988c). *Children: The early years* (Teacher's Resource Guide). South Holland, IL: Goodheart-Wilcox.

General Things You Can Do for a Child

If you have a bad habit, admit it to a child and try to do something about it. Be honest.

Do not involve a child in your bad habits.

Teach a child not to talk to or accept anything from strangers.

Spend time with a child.

Encourage, support, accept, and praise a child.

Treat a child with respect.

Touch, hug, and kiss your child—say "I love you."

Smile at and laugh with a child.

Show the child you care—be interested in the child.

Give the child time to talk to you.

Be warm and loving.

Keep a child safe and healthy (including proper diet).

Teach a child to care for herself/himself following a burn, scrape, or cut until help arrives.

Build a child's self-esteem.

Find a balance between stepping in to protect a child and stepping back to allow the child to cope on her/his own.

Teach a child her/his full name, address, and phone number.

DO NOT HIT A CHILD.

Show interest in what the child is learning.

Get to know the child's friends.

SUPPLEMENT 11

TV Shows for Children

Using a current weekly listing of TV shows, determine which shows are appropriate and inappropriate for school-age children. List your findings in the spaces below.

TV SHOWS APPROPRIATE FOR SCHOOL-AGE CHILDREN:

1.

2.

3.

4.

5.

TV SHOWS INAPPROPRIATE FOR CHILDREN:

(Following each show you list, explain why the show is inappropriate. Reasons might be offensive language, slurs on people or groups, stereotyping of people or groups, or sexual situations.)

1.

2.

3.

4.

5.

Adapted from Decker, C. A. (1988c). *Children: The early years* (Teacher's Resource Guide). South Holland, IL: Goodheart-Willcox.

Demonstrate Positive Techniques of Relating to School-Age Children and Guiding Their Behavior.

Student Outcomes

- Given examples, distinguish between discipline and punishment and the effects of each.
- Using case studies and situations, identify appropriate responses for behavior.
- Using case situations, give examples of how to set and enforce limits in guiding children's behavior.

Definitions

guidance	– showing and telling children what behavior is acceptable and what is not (Foster et al., 1988); similar to discipline (Brisbane, 1994, p. 66)
discipline	– the task of helping children learn to behave in acceptable ways (Brisbane, 1994, p. 66)
punishment	– to treat harshly; to cause pain or suffering; physical handling
redirection	– diverting or deflecting a child's behavior by offering another activity (*Managing Behavior*, 1986-1987)
self-discipline	– the ability to control one's own behavior; the goal of discipline (Brisbane, 1994, p. 66)

Key Ideas

The ultimate goal of guidance is to help children develop self-discipline, to help children think for themselves so when parents are not around, they can take care of themselves in a socially accepted manner.

Guidance and discipline should strike a balance between letting children be independent and protecting them (*Managing Behavior*, 1986-1987).

Children need to be taught, guided, and disciplined but not harmed physically or emotionally.

Positive methods of discipline tend to create a positive self-concept and self-discipline in children.

Changes in behavior usually occur slowly!

Communicating with Children

When communicating with children and helping children learn responsible behavior

- talk to the child face to face using language and words the child will understand.
- respect the child by listening to her/his point of view. Treat the child as a worthwhile person and speak slowly, softly, and lovingly.
- be encouraging, positive, patient, and loving.
- be a good role model (i.e., respond in the way you want the child to behave as an adult).

Tips for Discipline

Set limits for children. Make sure they know what the rules are. Some steps to follow when setting limits include the following:

- Explain the rules to the children. Make sure they understand. Tell them exactly what you expect them to do. Tell them the things they should not do.
- Talk to and explain to children why they should or should not do something.
- Make rules simple.
- Ask children to repeat what you have said. Ask questions to make sure they understand.
- Explain what will happen if a child breaks the rule.
- Change the rules when you need to. As children get older, some of the rules may need to be changed.
- Make sure the limit is really needed. Too many rules are hard for a child to understand.
- Avoid taking sides against your children.
- Be consistent. After the rules are set, use them every time they are necessary. This helps children feel secure. They know that you will always do the same thing.
- Use "Stop" and "Don't" more than "No." Tell children exactly what to stop doing and let them know what they can do.
- Pay attention to your children when they are well-behaved, not just when they do something wrong.
- Provide acceptance, encouragement, and love.
- Reward your children when you like what they have done. A reward is not a bribe and doesn't have to be a thing. Examples of rewards could be telling your children they did a good job; spending time alone together; saying you are proud of them; or giving hugs or extra kisses.
- The best way to teach your children what to do is to show them—SET A GOOD EXAMPLE. It is important to act the way you want your child to act.
- Guidance should not make children feel bad or worthless. Punishment only tells children they are bad. It does not tell them what should be done instead.

Adapted from Myers-Walls, J. A. (n.d.). *Why won't you behave? Discipline strategies with young children* (Bulletin HE180). West Lafayette, IN: Purdue University Cooperative Extension Service.

Teacher Strategies/Methods

1. Assess students' attitudes and feelings regarding guidance and discipline. (Use Supplement 12.) ☑

2. Make distinctions between discipline/guidance and punishment.

3. Assess how students react to various situations involving children's behaviors. (Use Supplement 13, "Reactions," as a guide.)

   This might be an appropriate time for the teacher to emphasize that just as every child is unique, every parent is unique. Parenting styles fall into three general categories: strict, permissive, and democratic.

   - *Strict parents.* Rigid standards of performance and achievement; consistently strict; children must conform.
   - *Permissive parents.* Unpredictable; expect children to be responsible for the consequences of their own decisions; no consistent demands for performance.
   - *Democratic parents.* Children should be allowed to have a voice in making the rules and choosing the limits of behavior; children learn self-control by being a part of the decision-making process (Westlake & Westlake, 1990, pp. 26-27).

4. Discuss positive and negative practices of discipline. Reinforce that punishment includes any action that brings physical or emotional harm to a child.

5. Discuss with the student the saying, "The punishment fits the crime." Emphasize that punishment will not end the problem. Stress to the student that discipline used to correct the problem should relate to the problem. For example, being grounded for a month or spanked does not help a child to solve the problem of not cleaning up her/his room.

6. Reinforce that one should not emphasize negative aspects of a child's behavior and ignore the positive. This can be damaging to a child's self-esteem.

7. Stress the importance of knowing when a parent or caregiver is angry and how to practice self-control in disciplining children. Give examples of what one can do such as taking deep breaths, walking away from the anger zone, talking about it, and joining a support group.

Suggested Student Activities

1. Translate the following negative comments into positive comments:

   Don't drag your sweater in the dirt. _____

   Don't scream at me. _____

   Don't talk with your mouth full. _____

   Don't run in the store. _____

   Don't talk back to me. _____

2. Using Supplement 14A, "Verbal Messages," identify from a child's point of view the effect each statement would have. Answers for the teacher are provided in Supplement 14B. ♀

3. Differentiate between discipline/guidance and punishment by using Supplement 15, "Discipline or Punishment." Also, have students indicate how they would react in each of the situations.

4. Using Supplement 16, "Building Confidence," read minute dramas and answer questions.

5. Using Supplement 17, "Children's Actions and Caregiver's Reactions," identify a more positive response than the one given to each situation.

6. Set limits for children using format and situations identified in Supplement 18, "Setting Limits for Children."

7. Identify whether the following statements related to discipline for the school-age child are true or false and why:

   - Rules need to be explained to children. (true)
   - When setting limits, tell the child what she/he should not do. (true)
   - The rules never change, no matter how old the child gets. (false)
   - When a child does something a parent likes, the parent should buy the child a toy. (false)
   - Punishing a child tells the child what should be done instead. (false)

Sample Assessments

Knowledge

1. Define discipline.

2. Distinguish between discipline and punishment by giving two characteristics and two potential outcomes of each.

3. Complete the true/false quiz on "Discipline versus Punishment." (next page)

Application

1. Write or describe a situation where discipline techniques were used with a school-age child. Situations could be based on a childhood memory or a situation observed in a public place. Include a brief description of the people involved, what happened, the method of discipline used, and the effect the method of discipline had on the child's behavior and self-concept. Then, write what might have been the effect on behavior and self-concept if the following methods had been used:

   - ignoring the behavior
   - withdrawing the child from the situation ("time-out")
   - accepting the consequences
   - withdrawing privileges
   - distracting the child with another activity
   - reasoning with the child
   - corporal punishment (spanking, hitting)
   - telling the child what was wrong with her/his behavior and what might be a more acceptable behavior

2. In a group, create a dialogue between a parent(s) and a school-age child who has not behaved in an appropriate way. Role play the situation in different ways, illustrating different methods of discipline that might have been used with different styles of parenting such as strict, permissive, and democratic.

   Discuss the effects each discipline method might have on the child's ability to behave in an acceptable way, the child's ability to practice self-discipline, and the child's self-concept.

Quiz

Discipline Versus Punishment

DIRECTIONS: Read each statement below. If the statement is true, clearly write the word "true" on the blank provided. If the statement is false, write the word "false" on the blank.

_____ 1. Discipline should be cold and harsh to be effective.

_____ 2. Discipline includes teaching and protecting.

_____ 3. Praising a child is a form of discipline.

_____ 4. Discipline is the same as punishment.

_____ 5. Physical violence is no way to teach discipline.

_____ 6. The goal of discipline is self-discipline.

_____ 7. Discipline is something done to children, not done *with* them.

_____ 8. Discipline techniques should be appropriate for the child's age and personality.

_____ 9. Harsh discipline can damage a child's self-concept.

_____ 10. Allowing a child to experience the consequences of her/his behavior is a type of discipline.

Quiz (KEY)

Discipline Versus Punishment

DIRECTIONS: Read each statement below. If the statement is true, clearly write the word "true" on the blank provided. If the statement is false, write the word "false" on the blank.

False 1. Discipline should be cold and harsh to be effective.

True 2. Discipline includes teaching and protecting.

True 3. Praising a child is a form of discipline.

False 4. Discipline is the same as punishment.

True 5. Physical violence is no way to teach discipline.

True 6. The goal of discipline is self-discipline.

False 7. Discipline is something done to children, not done *with* them.

True 8. Discipline techniques should be appropriate for the child's age and personality.

True 9. Harsh discipline can damage a child's self-concept.

True 10. Allowing a child to experience the consequences of her/his behavior is a type of discipline.

Supplementary Resources

Booklets

The following resources are available from the National Committee to Prevent Child Abuse, 200 State Road, South Deerfield, MA 01373-0200. (800) 835-2671:

Disciplining your child. (1993, June). A scriptographic publication about discipline.

Gootman, M. (1993, August). *How to teach your children discipline* (brochure).

May, G. (1993, June). *Child discipline: Guidelines for parents.*

Would you like to wear the red or blue socks? (leaflet). (1993, June).

Looking At Attitudes

DIRECTIONS: Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion.

	Agree		Disagree	
1. Some children are just so bad that they must be taught to fear adults for their own good.	A	a	d	D
2. Children should realize how much parents have to give up for them.	A	a	d	D
3. Children will get on any person's nerves if she/he has to be with them all day.	A	a	d	D
4. It is often necessary to drive the mischief out of a child before she/he will behave.	A	a	d	D
5. A wise parent will teach a child early just who is boss.	A	a	d	D
6. Few parents get the gratitude they deserve for all they have done for their children.	A	a	d	D
7. Children who are held to firm rules grow up to be the best adults.	A	a	d	D
8. It is a rare parent who can be sweet and even-tempered with her/his children all day.	A	a	d	D
9. Children need some of the natural meanness taken out of them.	A	a	d	D
10. Most children should have more discipline than they get.	A	a	d	D

Adapted from *Adolescent parent resource guide* (pp. 613-614). (1989). Columbus: Ohio Department of Education.

SUPPLEMENT 13

Reactions

Write what you would say to each child and why. Discuss with others the differences in responses.

1.

2.

3.

4.

Adapted from Nemiroff, J. L. (1980). *Practicing parenting*. Mission Hills, CA: Glencoe/McGraw-Hill.

SUPPLEMENT 14A

Verbal Messages

Technique	Effect on Child
1. SHAMING: "Look at what a sloppy job _____ did cleaning up her room."	_____
2. COMPARISONS WITH OTHERS: "Tuck your shirt in. Look at Suzy. She always looks nice when she comes to school."	_____
3. SCARING A CHILD WITH THREATS TO HER/HIS SECURITY: "I'll throw you out of the car if you don't settle down." "I'll call the police if you don't behave and they'll come and put you in jail."	_____
4. THREAT OF WITHDRAWAL OF LOVE: "Mommy doesn't love you when you hit your little brother."	_____
5. BRIBES: "If you get dressed real quick, I'll give you some gum."	_____
6. NAME CALLING: "Can't you ever do anything right, you numbskull. Now you've broken the car window."	_____
7. SILENT WITHDRAWAL OF ADULT: Not talking about obvious conflict.	_____
8. MAKING A CHILD APOLOGIZE WHEN SHE/HE DOES NOT FEEL SORRY.	_____
9. ASSUMING THAT THE CHILD IS TO BLAME FOR SOMETHING WITHOUT KNOWING FOR SURE.	_____
10. MAKING ALL DECISIONS FOR CHILD: Assumes the child cannot make "good" decisions.	_____
11. BRINGING UP PAST MISTAKES OF CHILD.	_____
12. LAUGHING AT CHILD.	_____

Adapted and reprinted with permission from Vocational Education Work and Family Institute, Minnesota Department of Education. (1986). *Balancing work and family.* White Bear Lake: Minnesota Curriculum Services Center.

SUPPLEMENT 14B

Answer Sheet for Verbal Messages

Technique	Effect on Child
1. SHAMING: "Look at what a sloppy job _____ did cleaning up her room."	Makes the child feel bad about herself/himself.
2. COMPARISONS WITH OTHERS: "Tuck your shirt in. Look at Suzy. She always looks nice when she comes to school."	Makes child feel bad about herself/himself. Encourages child to judge self by what others do rather than setting own internal goals.
3. SCARING A CHILD WITH THREATS TO HER/HIS SECURITY: "I'll throw you out of the car if you don't settle down." "I'll call the police if you don't behave and they'll come and put you in jail."	The child will fear that significant parent will put her/him in a vulnerable position. Establishes a pattern of dishonesty in adults dealing with children. Child will not believe what the adult says.
4. THREAT OF WITHDRAWAL OF LOVE: "Mommy doesn't love you when you hit your little brother."	Plays upon child's fear of losing basic security.
5. BRIBES: "If you get dressed real quick, I'll give you some gum."	Encourages child to think that compliance with adults should be contingent upon material reward.
6. NAME CALLING: "Can't you ever do anything right, you numbskull. Now you've broken the car window."	Makes a child feel worthless.
7. SILENT WITHDRAWAL OF ADULT: Not talking about obvious conflict.	Encourages the child not to deal with conflict. Allows the child to misinterpret the meaning of the adult silence.
8. MAKING A CHILD APOLOGIZE WHEN SHE/HE DOES NOT FEEL SORRY.	Teaches the child to deny her/his true feelings and act in a dishonest way.
9. ASSUMING THAT THE CHILD IS TO BLAME FOR SOMETHING WITHOUT KNOWING FOR SURE.	Makes a child feel wronged without being given a fair hearing. Makes a child feel that assigning blame is more important than solving the problem.
10. MAKING ALL DECISIONS FOR CHILD: Assumes the child cannot make "good" decisions.	Teaches child that she/he is incapable of doing anything for self. Teaches child that she/he does not have good judgment and therefore is not competent.
11. BRINGING UP PAST MISTAKES OF CHILD.	Makes child fear she/he will not be forgiven for mistakes. Opens painful wound repeatedly.
12. LAUGHING AT CHILD.	Makes child feel worthless.

Adapted and reprinted with permission from Vocational Education Work and Family Institute, Minnesota Department of Education. (1986). *Balancing work and family.* White Bear Lake: Minnesota Curriculum Services Center.

Discipline or Punishment

DIRECTIONS: Check whether the situation is an example of discipline or punishment. Then write or tell how you would react.

Situation	Discipline	Punishment	How would you react?
Juan accidentally knocked over a lamp and it broke. When his mother returned home from work she spanked him for misbehaving.	_____	_____	
Anna was throwing rocks at the other children in the park. Her grandfather came over and told her if she did not stop she would have to leave. When Anna continued to throw rocks, her grandfather took her firmly by the hand and walked her home.	_____	_____	
Wendell, who was afraid of the dark, refused to go to bed. His babysitter ordered him into his room, shut out the lights, and locked the door. "That will teach you," she yelled.	_____	_____	
Denise was riding her bike in the street. Her father ran out of the house, pulled her from her bike, and spanked her.	_____	_____	

Adapted from Nemiroff, J. L. (1980). *Practicing parenting*. Mission Hills, CA: Glencoe/McGraw-Hill.

SUPPLEMENT 16

Building Confidence

DIRECTIONS: Act out each of the minute dramas and complete the following:

A. Which of the situations would build a child's confidence and which would not?

B. Rewrite those which would destroy feelings of self-worth so that they too would build confidence.

C. Why is a parent's attitude toward their children so important?

D. Do you think parents are usually tougher on boys or girls? Explain your answer.

Minute Dramas

1. *Jackie is learning, with much difficulty, to ride a bicycle. His dad is assisting.*

   Jackie: Dad, I can't do this. I wreck every time you let go.

   Dad: You're going great! You went quite a ways without my help. Try again.

2. *Sasha rushes in from school to show her mom her grade card.*

   Sasha: Look, Mom! I came up in Math and got an A in English.

   Mom: What happened to your Science grade? I don't understand why you have so much trouble with that subject.

3. *Anthony is a member of a little league baseball team. After their first game, he runs over to see his dad.*

   Anthony: Dad! Dad! Did you see me hit that ball!?

   Dad: That was good, but you ran so slowly I didn't think you were going to make it to first base.

4. *Mary Jo, a beginner at sewing, is having a hard time putting in a zipper. Her mother is helping her.*

   Mary Jo: How's this, Mom?

   Mom: Oh, Mary Jo! You are doing so much better. Your stitching is getting straighter. But try that last step again. Okay?

Adapted from *Adult roles and functions curriculum.* (1979). Ripley: West Virginia Department of Education, Curriculum Technology Resource Center.

Children's Actions and Caregiver's Reactions

DIRECTIONS: Write a more positive response to each situation in the spaces provided.

Situation	Caregiver response	Positive response
Malcolm, age 8, has accidentally spilled a glass of milk.	"You're a bad boy. You've done it again."	
Sophia, age 7, was playing with some pots and pans when two lids crashed to the floor.	"Why can't you be good like your sister and play quietly?"	
Jenny, age 12, came home very excited about her report card. She got four "A"s and one "B."	"How come you didn't get all 'A's? Do better next time."	
Carlos, age 11, came home and tossed his coat over the kitchen chair.	"I've told you a thousand times to hang up your things."	

Adapted from Nemiroff, J. L. (1980). *Practicing parenting*. Mission Hills, CA: Glencoe/McGraw-Hill.

SUPPLEMENT 18

Setting Limits for Children

1. Show understanding for the child by putting her/his thoughts into words. For example: "I know you want to go outside and ride your bike, but it's too late."
2. Make the rule. State it simply; be consistent. For example: "You can't ride your bike in the dark."
3. Show you understand her/his feelings. For example: "I know you're unhappy because you can't ride."
4. Give alternatives. For example: "Why don't you install a new horn on the bike, so it will be ready for your ride tomorrow?"

Set limits for children in the above format for the situations described below.

1. Maria wants to entertain her friend using your good dishes.

_____

_____

_____

_____

2. Jeremy wants to wear a sleeveless shirt and shorts to school on a cold winter day.

_____

_____

_____

_____

3. Rudy wants to stay up until 10:30 p.m. on a school night. She's in second grade.

_____

_____

_____

_____

Adapted from Nemiroff, J. L. (1980). *Practicing parenting*. Mission Hills, CA: Glencoe/McGraw-Hill.

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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